

WELCOME TO OUR PLC

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Formative Assessment for Montana Educators: Classroom Instruction



- An Online Class
- Presented by the Office of Public Instruction
- Summer 2012
- Judy Snow, State Assessment Director

Facilitators

- Stevie Schmitz, Class and Learning Community Facilitator
- Alisia Landis, Assessment Specialist
- Judy Snow, State Assessment Director



Important Information



- Attendance – This will be recorded for CEU and graduate credit purposes.
- Assignments – If you have had to miss a class, please provide a brief synopsis of what you have read and how you will apply it to your professional setting. Email your response to me.

Introductions



- As we will be spending important time together, please introduce yourself to the learning community....
- The facilitator will begin...

July 19, 2012
Learning Community Session



- Discussion:
 - Chapter 7. Formative Feedback for Learning*
- *Chapter 6. Activating Students for Learning Resources for one another*
- *What are Formative Assessments and why should we use them?*
 - *The Best Value in Formative Assessment*

Goals for this session:

- *Learn about the type of classroom culture that is conducive for formative assessment.*
- *Gain an understanding of the knowledge and skills needed for formative assessment—content knowledge, pedagogical content knowledge and, metacognition.*
- *Develop the needed skill for interpreting evidence, matching instruction to close the gap for students*



Classroom Culture



- A classroom culture where students feel safe to give and receive feedback for learning is characterized by distributed power, and trusting, collaborative relationships (Heritage, p. 116)
- How can we create and maintain this type of classroom culture?

Montblanc Comprehensive Assessment System

MontCAS

Presents

Featuring Online Professional Development for Montblanc Educators

- personal assessment
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Montblanc Comprehensive Assessment System

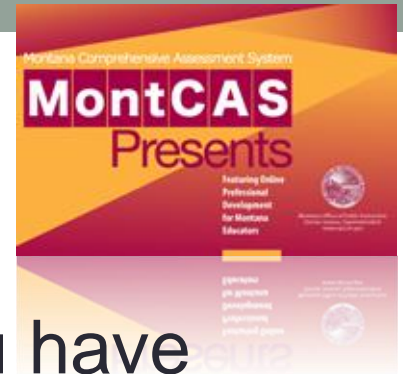
- Content knowledge
- Pedagogical content knowledge
- Knowledge of students' previous learning
- Knowledge of metacognition, and
- Knowledge of assessment

Teacher Skills Needed for Effective use of Formative Assessment

- Interpreting evidence
- Matching instruction to the gap
- Providing feedback
- Supporting metacognitive skills; and
- Teaching peer assessment



Heritage



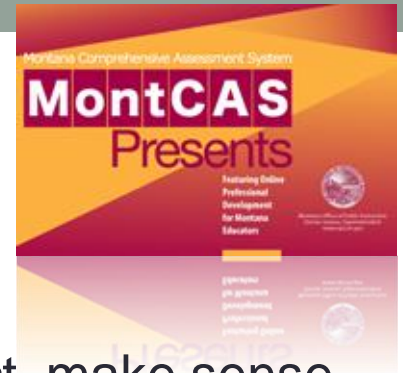
- How does the classroom culture you have established compare with the features of a classroom culture described in this chapter? Are there any improvements you could make?
- How would you rate your level of knowledge and skills for formative assessment against what has been presented in the chapter? What do you feel are your strengths? What are areas you can improve?

Judith Dodge



- Traditionally, we have used assessments to measure how much our students have learned up to a particular point in time (Stiggins, 2007). This is what Rick Stiggins calls "assessment of learning" and what we use to see whether our students are meeting standards set by the state, the district, or the classroom teacher. These *summative assessments* are conducted after a unit or certain time period to determine how much learning has taken place. Although Stiggins notes that assessments *of* learning are important if we are to ascribe grades to students and provide accountability, he urges teachers to focus more on assessment *for* learning. These types of assessment — *formative assessments* — support learning during the learning process.

Evidence of Learning



- **Summaries and Reflections** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.
- **Lists, Charts, and Graphic Organizers** Students will organize information, make connections, and note relationships through the use of various graphic organizers.
- **Visual Representations of Information** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."
- **Collaborative Activities** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.

Summative vs. Formative

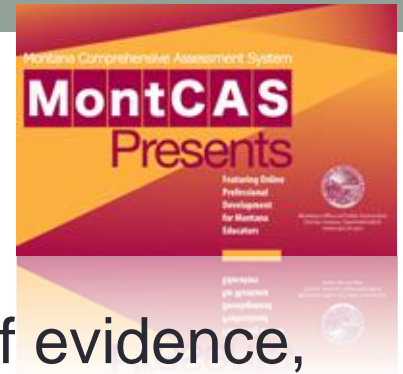


- To begin, let's look at summative assessment. In general, its results are used to make some sort of judgment, such as to determine what grade a student will receive on a classroom assignment, measure program effectiveness, or determine whether a school has made adequate yearly progress. Summative assessment, sometimes referred to as assessment *of* learning, typically documents how much learning has occurred at a point in time; its purpose is to measure the level of student, school, or program success.
- Formative assessment, on the other hand, delivers information *during* the instructional process, *before* the summative assessment. Both the teacher and the student use formative assessment results to make decisions about what actions to take to promote further learning. It is an ongoing, dynamic process that involves far more than frequent testing, and measurement of student learning is just one of its components.
 - Stephen Chappuis and Jan Chappuis, p. 14



- **If the assessment items are explicitly matched to the intended learning targets, teachers can guide students in examining their right and wrong answers in order to answer questions such as these:**
 - What are my strengths relative to the standards?
 - What have I seen myself improve at?
 - Where are my areas of weakness?
 - Where didn't I perform as desired, and how might I make those answers better?
 - What do these results mean for the next steps in my learning, and how should I prepare for that improvement?

Assessment *for* Learning supports learning in two ways



- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield immediate benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning. (Stiggins, Arter, Chappuis, & Chappuis, 2006)

Assessment for learning can take many different forms in the classroom. It consists of anything teachers do to help students answer three questions (Atkin, Black, & Coffey, 2001):

- **Where am I going?**

- Give students a list of the learning targets they are responsible for mastering, written in student-friendly language.
- Show students anonymous strong and weak examples of the kind of product or performance they are expected to create and have them use a scoring guide to determine which one is better and why.





- **Where am I now?**

- Administer a non-graded quiz part-way through the learning, to help both teacher and students understand who needs to work on what.
- Highlight phrases on a scoring guide reflecting specific strengths and areas for improvement and staple it to student work.
- Have students identify their own strengths and areas for improvement using a scoring guide.
- Have students keep a list of learning targets for the course and periodically check off the ones they have mastered.



- **How can I close the gap?**

- Give students feedback and have them use it to set goals.
- Have students graph or describe their progress on specific learning targets.
- Ask students to comment on their progress: What changes have they noticed? What is easy that used to be hard? What insights into themselves as learners have they discovered?

Feedback: The Key Difference



- Feedback in an assessment *for* learning context occurs while there is still time to take action. It functions as a global positioning system, offering descriptive information about the work, product, or performance relative to the intended learning goals. It avoids marks or comments that judge the level of achievement or imply that the learning journey is over.
- Effective descriptive feedback focuses on the intended learning, identifies specific strengths, points to areas needing improvement, suggests a route of action students can take to close the gap between where they are now and where they need to be, takes into account the amount of corrective feedback the learner can act on at one time, and models the kind of thinking students will engage in when they self-assess.

Advantages of Formative Classroom Assessment



- Although all formative assessment practices have the potential to increase student learning, assessment for learning in the classroom offers a number of distinct benefits:
 - The timeliness of results enables teachers to adjust instruction quickly, while learning is in progress.
 - The students who are assessed are the ones who benefit from the adjustments.
 - The students can use the results to adjust and improve their own learning.

William's Tips for Peer Support

- C3B4ME
- Peer Evaluation of Homework
- Homework Help Board
- Two Stars and a Wish
- End-of-Topic Questions
- Error Classification
- What Did We Learn Today



William's Continued

- Student Reporter
- Preflight Checklist
- I-You-We Checklist
- Reporter at Random
- Group-Based Test Prep
- If You've Learned It, Help Someone Who Hasn't



What's Next?



- Chapter 8. Developing and Deepening Formative Assessment Practice (Heritage) OR
- Chapter 6: Activating Students as Owners of Their Own Learning (William) And
- *Formative and Summative Assessment in the Classroom* found at <http://www.nmsa.org/publications/webexclusive/assessment/tabid/1120/default.aspx> And
- *The Value of Formative Assessment* found at <http://www.fairtest.org/value-formative-assessment-pdf>



Thanks for your active participation!

- Please send additional comments, questions, or feedback to me through email.